

**Testimony of Dwight Washington**  
**Member, District of Columbia Environmental Education Consortium**  
**Parent of DCPS Students and Spouse of DCPS Teacher**  
**Submitted to the District of Columbia Board of Education**  
**RE: Global Education**  
**Submitted for December 14, 2010**

Thank you for the opportunity to testify before you today on the topic of Global Education and Environmental Literacy in the District of Columbia. My name is Dwight Washington. I am a Parent of DCPS Students and Spouse of a DCPS Teacher and I am here today to testify as a member of the District of Columbia Environmental Education Consortium (DCEEC).

The focus of my testimony today is on Section 502 of the Healthy Schools Act, the creation of an Environmental Literacy Plan. As providers of environmental education, DCEEC and its members are in a unique position to be, with the participation of the stakeholders mentioned in the Healthy School's Act, at the forefront of developing an Environmental Literacy Plan for DC. The development of an Environmental Literacy Plan is part of a nationwide movement to ensure that we are not only creating environmentally literate students but are also ensuring our students are prepared to meet our future environmental challenges. Environmental Literacy is a common standard in Global Education for an improved quality of life and planet.

An Environmental Literacy Plan will be a key component to fully realizing the goals of the Healthy Schools Act and bringing broad based support for environmental education, in order to empower DC youth "to think globally, and act locally" with the natural world and the communities within which they live.

As outlined by the No Child Left Inside Act, an environmental literacy plan should include:

- 1) A description of content standards, as well as courses and subjects where instruction will take place.
- 2) A description of how DC high school requirements will ensure that high school graduates are environmentally literate.
- 3) A description of professional development opportunities that outlines programs for teachers that will improve their: environmental content knowledge, their skills in teaching about environmental issues, and their field-based pedagogical skills.
- 4) A description of how the environmental literacy of students will be measured.
- 5) Finally, a plan should contain an implementation mechanism that clearly describes how the goals of the plan will be achieved. This implementation plan will describe how funding and other support will be secured for the initiatives outlined in the Environmental Literacy Plan.

DCEEC appreciates your time and looks forward toward a working relationship to bring about the successful development of the Environmental Literacy Plan to guide teachers in creating meaningful lessons that will provide DC students with the knowledge, skills, and abilities necessary for the 21<sup>st</sup> century.

